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An Assessment of Instructional Leadership Role of Secondary School Heads: (A Study of Rural Areas of KP, Pakistan)

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Abstract: This study sought to address this need by adapting the PIMRS (Hallinger, 1984a), an instrument designed to assess principal instructional leadership. The PIMRS was translated and administered to 30 secondary school male and female principals in Tehsil Adenzai. Findings from this initial study indicate that the PIMRS Form appears to provide data on the instructional leadership of secondary school principals that meet or exceed common research standards of reliability and validity. Researchers and practitioners interested in assessing principal instructional leadership in Pakistani schools can proceed to use the PIMRS with a reasonable degree of confidence that it will yield accurate information on job performance in this domain. Consistent with past studies, the principals in this study tended to rate themselves higher in their self-assessments than did their teachers (Hallinger & Murphy, 1985; OÆ Day, 1983).Current and past data suggest that greater credence be given to the teacher assessments. With this in mind, the results indicate that this sample of secondary school principals from the selected area exercised a low to moderate level of instructional leadership activity among this group of secondary school principals. Assessments of secondary school principals using the PIMRS in the United States (Haack, 1991), Malaysia (Saavedra, 1987), Canada (Jones, 1987) have all yielded significantly higher scores when compared with this sample. The results shows that the mean score and standard deviation for Takes interest in arranging co-curricular activates, plans to improve the results of school of secondary school female and male principals were found respectively (4.50, 0.67, 4.50, 0.51) and (4.67, 0.49, 4.56, 0.51) and the "t" value for these items were (2.278 and 2.955).

Keywords: Instructional leadership, Teachers, Secondary School, Assessments, Learning

Introduction

Instructional leadership is generally the management of curriculum and instruction by a school principal. This term appeared as a result of research associated with the effective school movement of the 1980s, which revealed that the key to running successful schools lies in the principals' role. However, the concept of instructional leadership is recently stretched out to include more distributed models which emphasize distributed and shared empowerment among school staff, for example distributed leadership, shared leadership, and transformational leadership. (Wikipedia, the free encyclopedia).

As instructional leader, the principal is the pivotal point within the school who affects the quality of individual teacher instruction, the height of student achievement, and the degree of efficiency in school functioning. This mode of instructional leadership provides for learning and working with others teachers, students and parents to improve instructional quality. It is their responsibility to create a strong school culture, enabling teachers to collaborate with them in redesigning the instructional program so that all students can learn. Instructional leadership involves setting clear goals, managing curriculum, monitoring lesson plans, allocating resources and evaluating teachers regularly to promote student learning and growth. Quality of instruction is the top priority for the instructional principal. Instructional leadership is committed to the core business of teaching, learning and knowledge. Staff

members should meet on a regular basis to discuss how to do their jobs better and ultimately helps students learns more effectively (SSTA Research Centre Report, 1991).

Instructional leadership refers to the administrative duties required by those responsible for leading educational institutions. These managerial tasks commonly fall to the principal or lead administrator and comprise all actions that he or she undertakes personally or delegates to others to promote growth in student learning. In short, the instructional leader creates a student centered school environment. Within a system of instructional leadership, the administrator encourages educational achievement by making the quality of instruction the top priority of the institution. As such, the role differs from that of a traditional school administrator in a number of crucial ways. Chief among them is the act of transforming the role of administrator from someone who spends the majority of their time dealing with administrative duties to one who becomes the primary learner within the organization. In this capacity, the instructional leader is better able to strive for excellence in education by working with teachers, parents and even the community as a whole to redefine educational objectives and set school-wide or district-wide goals for improvement. Additional responsibilities in this role require the instructional administrator to provide the necessary resources for learning to students as well as continuing education opportunities for teachers and staff, thereby ensuring that the institution remains up to date on the latest approaches and techniques for learning (Ryan May, 2011).

Permeating every aspect of school life, the school principal is an educator, administrator, coach and mentor. The principal's role has evolved over time. From the top down lone authority tasked with rescuing vulnerable schools from failure, to an effective leader who encourages those qualities in students and teachers, motivating them to step out beyond classroom boundaries to transform the school

from a workplace to a learning place (Hallinger, 2005).

Instructional leadership is learning-focused, learning for both students and adults, and learning is measured by improvement in instruction and in the quality of student learning. Instructional leadership must reside with a team of leaders of which the principal serves as the "leader of leaders."

Twenty years ago, teachers and even assistant principals didn't take on school leadership roles. In order of importance, the usual responsibilities of a principal were managerial, political and instructional in nature, and the roles were separate. Now, many principals are experiencing diminished managerial and political priorities in favor of increased instructional and student learning priorities, and the roles are more interconnected (Hallinger, 2005).

The principal remains the designated leader of the school, but today, leadership is distributed across different people and situations – it's more like patterns of influence across many players. Leadership effectiveness depends on how this influence promotes leader and teacher learning (and sometimes parent learning), in ways that improves the engagement, learning and wellbeing of all students. This is not the work of one person. Distributing leadership does not mean the principal delegates responsibility to others and remains aloof from what is happening in students' learning environments. It involves interacting with teachers and developing relevant materials, routines and structures to promote learning (Timperley, 2011).

The principal sets the tone for the entire school – studies over the past 25 years have shown the school principal's effects on classroom instruction operate more through the school's culture and by modeling rather than through the direct supervision and evaluation of teaching (Reeves, 2008).

A number of recent research studies have shown that school leaders have an impact on

student learning (Leithwood & SeashoreLouis, 2011; Robinson, 2011). Vivian Robinson (2011) conducted a Meta analysis of 30 studies which examined the impact of educational leadership on student learning. Her analyses of the studies identified five different leadership practices that made a significant difference to student learning (Robinson, 2011).

Problem Statement

The role of the principal has become dramatically more complex, overloaded, and unclear over the past decade. Indeed, the role of the principal has been in a state of transition, progressing from the principal as an instructional leader or master teacher, to the principal as a transactional leader and, most recently, to the role of transformational leader (Kipng'etich Kirui, 2012). A principal has to perform many responsibilities simultaneously. He has to perform administrative as well as managerial responsibilities. He has less time to observe the teaching learning process in the school. Therefore, the researcher selected the problem to assess the instructional leadership role of the school principals in Tehsil Adenzai.

Objectives of the Study

Following objectives of the study were formulated:

1. To investigate the perceptions of secondary school principals regarding their instructional role.
2. To compare the perceptions of male and female principals regarding their instructional leadership role.

Significance of the Study

Those who train to become instructional leaders exhibit a clear sense of direction for their school, prioritizing the issues that directly impact the output of students. In addition, an instructional leader continuously monitors the classroom to leverage the strengths of teachers while reducing their weaknesses. But more essential than any other factor, these principals lead by example, serving as a visible presence

and committed to achieving the highest success in teaching and learning (Ryan May, 2011). This study will be beneficial for the principals, teachers as well to the students.

Hypotheses of the Study

For the achievement of the objectives following hypotheses were formulated:

1. The perceptions of secondary school principals regarding instructional leadership role was not positive.
2. There was no significant difference between the male and female principals' perceptions regarding instructional leadership role.

Delimitation of the study

Due to limited time and resources this study was delimited to only Government secondary school principals in Tehsil Adenzai. Self constructed questionnaire was used for the collection of data from the respondents. Only key areas of instructional leadership role were included in the questionnaire.

Literature Review

Instructional leadership

Instructional leadership refers to a series of behaviors designed to affect classroom instruction. Such behaviors include principals informing teachers about new educational strategies and tools for effective instruction, and assisting them in critiquing them to determine their applicability in the classroom (Leithwood, 1994; Whitaker, 1998). Jantzi and Leithwood (1996) define six dimensions of instructional leadership:

1.) Identifying and articulating a vision; 2.) Fostering the acceptance of group goals; 3.) Providing individualized support; 4.) Providing intellectual stimulation; 5.) Providing appropriate modeling / mentoring; and 6.) Holding high performance expectations.

Andrews and Soder (1987) describe the effective instructional leader as a resource provider, instructional resource, communicator,

and visibly present in the school. A number of research studies from developed countries have examined the importance of the principal's role as an instructional leader, as well as the relationship between their efforts in changing instructional practice to improve student achievement. Heck et al (1990) acknowledge that principal behaviors aimed at improving student achievement do not have the same direct impact on learners as does instruction by the classroom teacher. Siens and Ebmeier (1996) concur and found that while principals have strong, direct effects on intermediate school variables, such as teacher attitudes, they have little direct effect on student outcomes. Quinn (2002) concludes that since principals are removed from the classroom, they can only influence student achievement indirectly by working through teachers.

Hallinger and Heck (1996) state that the most theoretically and empirically robust models used to study school leadership effects show that principals can influence student achievement when efforts are aimed toward influencing internal school processes. These internal processes range from school policies and norms (e.g. academic expectations, school mission, student opportunity to learn, instructional organization, academic learning time) to the practices of teachers. A number of studies reveal school goals (or sustaining a school wide purpose focusing on student learning) as a significant factor of school principalship (Brewer, 1993; Bamburg and Andrews, 1990; Glasman and Fuller, 1992; Goldring and Pasternak, 1994; Hallinger and Murphy, 1987; Heck et al., 1990; Leithwood, 1994; Silins, 1994).

The literature on effective schools also shows that effective principals are more powerful over making decisions regarding curriculum and instruction than those in ineffective schools. Studies conducted in the United States show that strong district involvement in curriculum and instruction that supports principals' instructional goals is yet another aspect of an effective school (Leithwood, Strauss, and Anderson, 2007). However, district involvement is dependent upon principal's power within the district. In addition, principals of effective schools are effective within the community. They understand community power structures and maintain appropriate relations with parents. Workplace factors such as teachers' job satisfaction, sense of professionalism and influence, collegial trust, and opportunities to collaborate influence how leadership is exercised in school, but less is known about how principals contribute to them (Wahlstrom and Louis, 2008).

Instructional Leadership Practices as Teacher Incentives

Many countries – developed and developing – are interested in devising teacher incentive systems that will shape teacher behavior to improve quality of classroom instruction, and in turn student achievement. Chapman, Snyder, and Burchfield (1993) state that a major constraint in formulating an effective teacher incentive system is that there has been little empirical investigation of the extent that incentives shape teacher behavior in the desired ways or the types of incentives that have the greatest impact on teacher practices.

Chapman, Snyder, and Burchfield (1993) explain how the linkage of incentives to performance operates in two ways: "Direct linkage is most consistent with behavioral theory, as rewards and reinforcement are connected to specific patterns of classroom performance. An example of direct linkage is illustrated by supervision, in which school principals observe teaching, give immediate feedback, and offer positive reinforcement (praise, recommendations for promotion, etc.) to teachers who are implementing the desired behaviors and negative reinforcement to teachers who are not. Indirect linkage assumes that teachers know what pedagogical practices are expected of them and that failure to comply is due to situational constraints. When teachers perform more effectively, they receive reinforcement from extrinsic (praise from instructional supervisors and community

leaders) or intrinsic (personal sense of accomplishment) sources. Examples of indirect incentives include the provision of instructional materials and training".

Literature on teacher efficacy provides insights into how direct and indirect incentives should support and motivate teachers toward improved instruction and student achievement. Research links actions related to instructional supervision such as classroom observations and detailed feedback to improved instruction, teacher self-efficacy, and teacher attitudes toward professional development (Freedman, 2003; Fullan, 1995; Glickman, 2002; Ebmeier, 2003). Research also links professional development, or teacher training, to producing changes in teacher efficacy beliefs, but not in changes in teachers' sense of outcome expectancy (Riggs, 1995; Ramsey-Gassrt, et al. (1996); Posnanski, 2002; Zambo and Zambo, 2008; O'Sullian, 2002). Studies suggest that influence on teacher efficacy is directly associated with the level of experiential or constructivist learning opportunities provided through the training program. Labone (2004) suggests that teacher efficacy is also influenced by teacher training programs that provide opportunity for teachers to reflect upon their practices.

School Leadership Training

As shown in various sections of this literature review, there is a dire need for training school leaders in the Asia Pacific region. Chapman (2000) points out that the major reason for the deficiencies among school leaders is that training (whether preservice or inservice) is often unavailable, inadequate, or inappropriate. Additionally, opportunities and incentives for advancement, clearly defined career paths, and systems for assessing performance are absent. The lack of such inputs not only hinders the professional development of school leaders but also dampens their motivation to perform well (Lockheed & Verspoor, 1991).

The literature on school improvement includes some mention about training of education managers. Some researchers have observed that most training for education managers has been skill focused (e.g. how to budget, analyze data, and design an evaluation) while much of the need is for strategic thinking, analysis of cross-impacts, and ability to work with constituent groups (Adams, 2002; ADB, 2001, Chapman, 2000).

The characters of principal's instructional leadership

According to Findley and Findley (1992, p. 102), "If a school is to be an effective one, it will be because of the instructional leadership of the principal". The approach to conceptualizing instructional leadership has been reviewed by re-searchers to identify the characteristics of principals from effective schools. For example, the items that can describe the characteristics are, the attempts of school principal to define mission, to manage curriculum and instruction, to promote school climates, to establish school goals and standards and to facilitate teachers and staff (Duke, 1986).

In addition, in order to understand the characters of the principal's instructional leadership, Hallinger (2005) suggests three dimensions for the role of instructional leadership principals; defining the school's mission, managing the instructional program and creating a positive school climate (Hallinger, 2005, p. 224-227.) Hallinger has developed these ideas by reviewing previous re-searchers describing the relationship between principal leadership and students' achievement. Instructional leadership was described as occurring along multiple dimensions and synergizing a number of practices. (Southworth, 2002, p. 77.).

Hallinger's Three Dimensions

Defining the school's mission

There are two functions that include the first dimension; framing the school's goals and

communicating the school's goals. This dimension focuses on the principal's role in establishing the main purpose of the school. The school's goals can be determined by the principal or in cooperation with the school staff. This dimension concentrates on the principal's role working with the school staff to make sure that the school has clear, measurable, time-based goals focused on the academic progress of students. The principal is also responsible to declare and spread the goals through the whole school stakeholders so that they will support and integrate the goals into their daily practice.

In this dimension, there are several characteristics of the instructional leader's role in defining a clear mission. First, the mission needs to be stated 21 clearly and it needs to be widely known. For example, the principal can put the mission statement on the banner or on notice board at school. Second, the goal needs to be focused on the academic progress. Third, the mission has to prioritize teachers' works. Fourth, the goal needs to be known and acknowledged by teachers throughout the school. Fifth, the mission needs to be clearly declared, actively assisted, and modeled by the principal. (Hallinger, 2005, p. 225).

Managing the instructional program

This dimension integrates three leadership functions; supervising and evaluating instruction, coordinating the curriculum, and monitoring student progress. Basically, the second dimension aims at the integration and control of instruction and curriculum. The principal is required to have proficiency in teaching and learning at school and also to have commitment in developing the school. The principal needs to be highly involved in encouraging, directing, and observing teaching and learning at school (Hallinger, 2005, p. 226).

Promoting a positive working climate

This dimension has wider range and goals than the other two dimensions. The third dimension consists of following functions; protecting instructional time, promoting professional development, maintaining high

visibility, providing incentives for teachers, developing high expectations and standards, and providing incentives for learning. Ideally, effective schools establish an "academic press" by thriving the students' and teachers' high standards and expectations. Eventually, the principal should set and pose values that create a climate and supports the teaching and learning enhancement continuously (Hallinger, 2005, p. 226).

By viewing the abovementioned Hallinger's three dimensions, instructional leadership is likely to be more effective when the principals develop the abovementioned dimensions continuously with purposes and practices. The principals need to imply values and practices that create a positive atmosphere and support the continuous development of teaching and learning at school (Hallinger, 2005, p. 227).
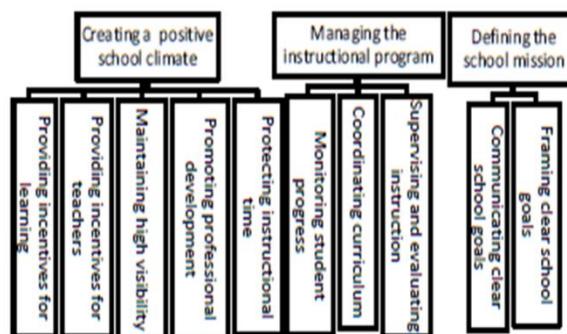
Principal's Collaborative Cooperation with Teachers

The term instructional leader is defined as actions leaders who improve teaching and learning (King, 2002, p. 61). Although principals have ideas about the way they lead their schools, their success as leaders also depends on teachers' support and how they perceive their principals. If teachers perceive principals in a negative way, then principals will have problems performing their duties, because such negative perceptions can be perceived as lack of confidence in the principals' leadership style. Positive perceptions on the part of teachers can provide principals with the mandate needed to lead in an efficient and effective manner (Pashiardis, 1998, p. 3). Therefore, it is essential for

principals to reveal how teachers perceive them as instructional leaders.

In previous research, it has been found out that teachers' trust towards the principal has improved the school. The researchers authenticated strong evidence regarding the connection between the teachers' trust towards their principals, the leadership practices that develop the trust and their impact towards the teachers' attitudes, school organization and students' learning progress. (Helstad & Moller, 2013, p. 247.)

Principal's Instructional Leadership Behavior Involved with Teachers

Blasé and Blasé (1999), in their research about principal instructional leadership and teacher development, reveal that principal's instructional leadership behavior has a strong impact on teachers. They suggest the principals to use instructional leadership strategies include (a) talking with teachers to promote reflection and (b) promoting professional development. Those strategies have powerful increasing impacts on teachers emotionally, cognitively and behaviorally (Blasé & Blasé, 1999, p. 367).

Talking with teachers to promote reflection includes principal strategies of making suggestions, creating feedback, modeling, using inquiry and asking advice and opinions from the teachers and praising them. Strategies linked with promoting professional growth included significance on the study of teaching and learning, support for cooperation, development of instructing relationships, support for program reorganizing, teacher development programs, and use of action research (Blasé & Blasé, 1999, p. 367).

As a solution, Southworth (2002) suggests that teachers can develop their goals by conferencing. Conferencing was described as involving knowledge and skill in following areas; classroom observation, teaching methods, under-standing the relationship between teaching and learning, knowing how to make the conference reflective and non-threatening, developing communication skills

and building awareness of the development stage, career state and commitment (Southworth, 2002, p. 80.)

The barriers of principal's instructional leadership

The role of principal in providing good quality of education has been acknowledged as an essential organizational characteristic of schools. However, the appropriate methods how the principals should fulfill their roles have been a polemic subject (Smith & Andrews, 1989, p. 29).

Fullan (2001) states that, "The role of the principal has become dramatically more complex, overloaded, and unclear over the past decade" (Fullan, 2001, p. 138). Because the principal's role is changing from that of building manager or administrator to instructional leader, the principal requires ongoing, substantive staff development and support to refine, extend, and evaluate his supervisory skills (Smith & Andrews, 1989, p. 40). Because of the changing role, the principals often deal with some barriers that prevent them to maximize their potential, such as, lack of time for monitoring the instruction. This happens because they do not have any sufficient sup-port by the staff or secretarial assistance to manage their daily tasks.

The other common problem an instructional leader often deals with is in managerial shortcomings. The main causes of managerial shortcomings are the lack of proficiency in management processes, experience in administering the authority and commitment. The managerial shortcomings can prevent schools to become effective ones (Sofo et al., 2012, p. 514). Also, a principal often fails in finding appropriate time to regularly observe all of the teachers. Likewise, it is hard for them to accommodate comprehensive hands on mentoring on instruction and curriculum (Horng & Loeb, 2010, p. 66).

Possible Solutions for the Barriers

Some of previous studies found out that teachers' capacities could be further advanced if principals were to foster more strategic methods to development. Based on their studies, they found out that by constructing the teachers' capabilities to learn to teach and lead well was an essential leadership strategy (Sofo et al., p. 514).

Moreover, similar studies by Sofo et al., (2012) support this theory by presenting evidences that leaders can influence teachers' motivation, including their levels of devotion, sense of efficiency, self-esteem, job achievement and levels of stress (Sofo et al, 2012, p. 514). There are many applicable strategies in developing teachers' qualities such as sending them to various trainings pro-vided by the government or private institutions, giving support and motivating them to be more creative in giving lessons and appreciating teachers for their good work. These strategies had following impacts on student learning and performances. Thus, school leaders need to build these capacities vigorously (Sofo et al., p. 514).

Moreover, Horng and Loeb (2011) also suggest that principals should be able to be organizational managers at school. Strong organizational managers are effective in hiring and supporting staff, allocating budgets and resources and sustaining positive working climate and learning environments. Schools which are led by such principals are likely able to demonstrate students' academic improvement. However, in daily practice, in average, only one fifth of the principals' time is dedicated to organizational management activities. Most principals spent almost a third of their time doing administrative tasks such as disciplining students, fulfilling observance paperwork-that does not relate to the school's outcome development (Horng & Loeb, 2011, p. 68).

Research Methodology

Nature of Research

This was a descriptive type of research designed to obtained pertinent and precise information concerning the current status of phenomenon and whatever possible general conclusions are drawn about the existing facts.

Population and Sample

The focus of the study was to assess the instructional leadership role of secondary school heads in Tehsil Adenzai. The population of the study was constituted all male and female principals of secondary school of Tehsil Adenzai were taken as the population of the study. Out of the above-mentioned population 30 secondary school male and female principals were randomly selected as the sample of the study from the thirty secondary schools of Tehsil Adenzai. The compositions of the principals from the thirty schools were as follows:

Table 3.1: **Number of Teachers from the Ten Secondary Schools**

Total Number of Schools	Male Principals	Female Principals	Total Principals
30	18	12	30

From each secondary school a principal was conveniently selected. Among these principals 18 were male and 12 were female. Thus total numbers of principals were 30.

Research Instrument

A questionnaire was developed as research instrument to collect data from the selected sample. The instrument of research was developed after going through the related literature, consisting of books, reports, magazines, articles and journals with the help of honorable supervisor. His suggestions were incorporated in the questionnaire. The literature was gathered from different sources. The

questionnaire was developed on five points Likert scale.

Validity and Reliability of Questionnaires

The validity of the questionnaire was done through a panel of expert. These people have sufficient experiences in the teaching learning process and have Ph. D degrees in the field of administration and management and teaching to B. Ed and M. Ed level in the different universities. The reliability of the questionnaire was found 0.81, which shows that it is highly reliable questionnaire.

Data Collection and Data Analysis

To collect data from selected sample the researcher personally visited to female schools where as from male schools she collected data through her brothers and male colleagues. The questionnaire was distributed and the researcher succeeded to get 100 filled questionnaires from the sampled secondary school principals.

The data collected through the above mentioned research instrument were tabulated, analyzed and interpreted in the light of the objectives of the study. The responses obtained through the above mentioned research instrument was scored before statistical analysis and interpretation. The items were given by rating the responses on five point Likert scale. The following scoring procedure was adopted:

Strongly Agree = 5, **Agree** = 4, **Neutral** = 3, **Disagree** = 2, **Strongly Disagree** = 1

After collection data from selected sample, it was ranked in grade wise by using the statistical method. The following steps were taken.

- Arranging and classifying data.
- Tabulation of data.
- Application of statistical formulae to interpret the data.
  Following formulae were used:

Mean

$$\frac{\sum f.X}{N}$$

Mean score was calculated o see the strength of responses of each item.

Mean of sample $\overline{X}_1 =$

Where f = Frequency / no. of responses

N = Total number of responses

$\overline{X}_1 =$ Mean

Standard Deviation

$$S.D = \frac{\sum fx^2}{N}$$

Standard deviation is the most stable in the variability.

T - Test for Independent Samples

For the sake of inferential analysis, independent t –test for two independent sample groups was applied for measuring differences between two samples groups on the basis of comparison of different variables in male and female principals and teachers of government high schools in KP in educational setting.

The following formula was used for inferential analysis.

Mean of sample $\overline{X}_1 =$ Mean of sample $\overline{X}_2 =$

Difference $= \overline{X}_1 - \overline{X}_2$

$$t = \frac{\left(\overline{X}_1 - \overline{X}_2\right)}{\left(\frac{\sqrt{SS_1 + SS_2}}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}$$

Where df = degree of freedom = $n_1 + n_2 - 2$

Since n_1 and n_2 are the number of cases in the sample. Probability level for acceptance and rejection of the hypothesis level was 0.05.

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Analysis and Interpretation of Data

The major purpose of the study is to assess the instructional leadership role of secondary school principals in Tehsil Adenzai. The analysis and interpretation of data obtained by the researcher through self-made questionnaire. In the first part the demographic profile of the respondents have been analyzed and interpreted.

Table 4.1: Demographic Profile of the Principals

Gender	Frequency	Percentage
Male	18	60
Female	12	40
Age		
25- 30 Years	03	10
31-40 Years	12	40
41-50 Years	06	20
51-60 Years	09	30
BPS		
16	01	3.33
17	14	46.6
18	09	30
19	06	20
Total Experience		
1-05 years	05	16.6
6-10 years	04	13.33
11-15 Years	03	10
16-20 Years	01	3.33
21-30 Years	12	40
Greater than 30 years	05	16.66
Administrative Experience		
01-05 Years	19	63.3
06-10 Years	10	33.33
Greater than 10 years	01	3.33
Highest Academic Qualification		
Bachelor degree	02	6.66
Master Degree	27	90
MS/M. Phil	01	3.33
Highest Professional Qualification		
B. Ed	03	10
M. Ed	27	90
Locality of School		
Urban	15	50
Rural	15	50
Nature of Appointment		
Seniority Basis	22	73.3
Direct Selection	08	26.66

The above table shows that there are 30 secondary school heads in which 18 percent were male and 14 percent were female respondents. Out of these respondents 10 percent between 25-30 years, 40 percent were between 31-40 years, 20 percent were 41-50 years, 30 percent were between 51-60 years, 02 percent were between 46-50 years and 08 percent were of greater than 50 years. Out of 100 respondents 26 percent have less than a year's experience, 36 percent respondents have 01-05 years' experience, 12 percent have 06-10 percent experience, and 26 percent teachers have greater than 10 years teaching experience. Out of the sampled respondents 20 percent have

Bachelor Degree, 28 percent have taught master degree, 34 have research master degree, and 28 percent have MS/M. Phil degree. Out of the sampled respondents 04 percent have CT/AT/TT/DM/PET professional degree, 46 percent have B. Ed professional degree holder and 50 percent have M. Ed degree.

Table 4.2: Encourages teamwork

Principals	N	Mean	S.D	t-value
Female	12	4.75	0.45	0.545
Male	18	4.83	0.38	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "Encourages teamwork" the mean scores were 4.75 and 4.83 respectively. Standard deviations (S.D) in the scores of two samples were 0.45 and 0.38 respectively. The t-Calculated value - 0.545 was less than the t- tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "Encourages teamwork".

Table 4.3: Provides proper feedback to the teachers.

Principals	N	Mean	S.D	t-value
Female	12	4.67	0.49	0.265
Male	18	4.61	0.70	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "provides proper feedback to the teachers" the mean scores were 4.67 and 4.61 respectively. Standard deviations (S.D) in the scores of two samples were 0.45 and 0.38 respectively. The t-Calculated value -0.545 was less than the t- tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals

regarding "provides proper feedback to the teachers".

Table 4.4: Effectively shares decision making responsibilities with staff.

Principals	N	Mean	S.D	t-value
Female	12	4.58	0.51	- 0.140
Male	18	4.61	0.61	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "effectively shares decision making responsibilities with staff" the mean scores were 4.58and 4.61respectively. Standard deviations (S.D) in the scores of two samples were 0.51and 0.61 respectively. The t-Calculated value -0.140 was less than the t-tabulated 1.671 values, so non-significant difference was found between the views of female principals and male principals regarding effectively shares decision making responsibilities with staff.

Table 4.5: Is able to inspire the staff.

Principals	N	Mean	S.D	t-value
Female	12	4.42	0.51	-2.491
Male	18	4.83	0.38	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "is able to inspire the staff" the mean scores were 4.42 and 4.83 respectively. Standard deviations (S.D) in the scores of two samples were 0.51 and 0.38 respectively. The t-Calculated value -2491 was less than the t- tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding is able to inspire the staff.

Table 4.6: Helps the academic staff to improve their teaching skills.

Principals	N	Mean	S.D	t-value
Female	12	4.67	0.49	0.28
Male	18	4.61	0.61	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "helps the academic staff to improve their teaching skills" the mean scores were 4.67 and 4.61 respectively. Standard deviations (S.D) in the scores of two samples were 0.49 and 0.61 respectively. The t-Calculated value -0.28 was less than the t-tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "helps the academic staff to improve their teaching skills".

Table 4.7: Shares responsibilities with the other staff members.

Principals	N	Mean	S.D	t-value
Female	12	4.50	0.80	- 0.408
Male	18	4.61	0.70	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "shares responsibilities with the other staff members." the mean scores were 4.50 and 4.61respectively. Standard deviations (S.D) in the scores of two samples were 0.80 and 0.70 respectively. The t-Calculated value -0.408 was less than the t-tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "shares responsibilities with the other staff members".

Table 4.8: Develops goals and objectives of school.

Principals	N	Mean	S.D	t-value
Female	12	4.50	0.67	-1.618
Male	18	4.83	0.38	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "develops goals and objectives of school." the mean scores were 4.50 and 4.83 respectively. Standard deviations (S.D) in the scores of two samples were 0.6 and 0.38 respectively. The t-Calculated value -1.618 was less than the t- tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "develops goals and objectives of school".

Table 4.9: Often examines the students learning abilities.

Principals	N	Mean	S.D	t-value
Female	12	4.83	0.39	0.654
Male	18	4.56	1.20	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "often examines the students learning abilities" the mean scores were 4.83 and 4.56 respectively. Standard deviations (S.D) in the scores of two samples were 0.39 and 1.20 respectively. The t-Calculated value was 0.654 less than the t-tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "often examines the students learning abilities".

Table 4.10: Observes the use of audio visual aids in the class.

Principals	N	Mean	S.D	t-value
Female	12	4.17	0.72	-1.302
Male	18	4.17	1.58	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "observes the use of audio visual aids in the class" the mean scores were 4.17 and 4.17 respectively. Standard deviations (S.D) in the scores of two samples were 0.72and1.58 respectively. The t-Calculated value -1.302 was less than the t- tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "observes the use of audio visual aids in the class".

Table 4.11: Encourages teachers to use new teaching methods.

Principals	N	Mean	S.D	t-value
Female	12	4.33	0.65	-2.168
Male	18	4.78	0.43	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "encourages teachers to use new teaching methods" the mean scores were 4.33and 4.78respectively. Standard deviations (S.D) in the scores of two samples were 0.65 and 0.43 respectively. The t-Calculated value -2.168 was less than the t-tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principal regarding "encourages teachers to use new teaching methods."

Table 4.12: Systematically evaluates the instructional programme.

Principals	N	Mean	S.D	t-value
Female	12	4.42	0.51	0.393
Male	18	4.00	1.53	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "systematically evaluates the instructional programme." the mean scores were 4.42 and 4.00respectively. Standard deviations (S.D) in the scores of two samples were 0.51 and 1.53 respectively. The t-Calculated value 0.393 was less than the t-tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "systematically evaluates the instructional programme".

Table 4.13: Supervises the academic staff in the implementation of curriculum.

Principals	N	Mean	S.D	t-value
Female	12	4.58	0.51	-0.423
Male	18	4.50	1.20	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "supervises the academic staff in the implementation of curriculum" the mean scores were 4.58 and 4.50 respectively. Standard deviations (S.D) in the scores of two samples were 0.51 and 1.20 respectively. The t-Calculated value -0.423 was less than the t-tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "supervises the academic staff in the implementation of curriculum".

Table 4.14: Visit classrooms regularly to supervise the instructional program.

Principals	N	Mean	S.D	t-value
Female	12	4.67	0.49	1.134
Male	18	4.28	1.18	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "visit classrooms regularly to supervise the instructional program." the mean scores were 4.67 and 4.28 respectively. Standard deviations (S.D) in the scores of two samples were 0.49 and 1.18respectively. The t-Calculated value 1.134 was less than the t-tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "visit classrooms regularly to supervise the instructional program.

Table 4.15: Gives incentives for the motivation of students to improve their performance.

Principals	N	Mean	S.D	t-value
Female	12	4.50	0.52	0.933
Male	18	4.11	1.28	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "Gives incentives for the motivation of students to improve their performance. The mean scores were4.50 and4.11 respectively. Standard deviations (S.D) in the scores of two samples were 0.52 and 1.28 respectively. The t-Calculated value was0.933 less than the t- tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "Gives incentives for the motivation of students to improve their performance.

Table 4.16: Establishes expectation of student achievement

Principals	N	Mean	S.D	t-value
Female	12	4.33	0.49	0.000
Male	18	4.00	1.53	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "establishes expectation of student achievement." the mean scores were 4.33 and 4.00 respectively. Standard deviations (S.D) in the scores of two samples were 0.49 and 1.53 respectively. The t-Calculated value 0.000 was less than the t- tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "establishes expectation of student achievement.

Table 4.17: Helps the teachers involving their academic problems.

Principals	N	Mean	S.D	t-value
Female	12	4.42	0.67	-0.380
Male	18	4.50	0.51	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "helps the teachers involving their academic problems .the mean scores were 4.42 and 4.50 respectively. Standard deviations (S.D) in the scores of two samples were 0.67 and 0.51respectively. The t-Calculated value -0.380 was less than the t-tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "helps the teachers involving their academic problems".

Table 4.18: Cooperates well with staff

Principals	N	Mean	S.D	t-value
Female	12	4.67	0.49	2.054
Male	18	4.11	1.13	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "cooperates well with staff." the mean scores were 4.67 and 4.11 respectively. Standard deviations (S.D) in the scores of two samples were 0.49 and 1.13 respectively. The t-Calculated value 2.054 was greater than the t- tabulated 1.671 value, so significant difference was found between the views of female principals and male principals regarding "cooperates well with staff.

Table 4.19: Encourage the members of the community to participate in school activities.

Principals	N	Mean	S.D	t-value
Female	12	4.08	0.79	-0.995
Male	18	4.33	0.97	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "encourage the members of the community to participate in school activities". The mean scores were 4.08 and 4.33 respectively. Standard deviations (S.D) in the scores of two samples were 4.33 and 0.97respectively. The t-Calculated value -0.995 was less than the t- tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "encourage the members of the community to participate in school activities".

Table 4.20: Holds meetings with staff to discuss students' problems.

Principals	N	Mean	S.D	t-value
Female	12	4.50	0.52	.886
Male	18	3.94	1.63	

The above table indicates that according to the view point of 12 female Principals and 18 male Principals regarding "holds meetings with staff to discuss students' problems" the mean scores were 4.50 and 3.94 respectively. Standard deviations (S.D) in the scores of two samples were 0.52 and 1.63 respectively. The t-Calculated value .886 was less than the t-tabulated 1.671 value, so non-significant difference was found between the views of female principals and male principals regarding "holds meetings with staff to discuss students' problems".

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Findings

Following findings were drawn on the basis of data analysis.

Leadership Qualities

- The mean score and standard deviation for the items Encourages teamwork, Provides proper feedback to the teachers, effectively shares decisions making responsibilities with staff of secondary school female and male principals were found (4.75, 0.45,4.83 , 0.38) (4.67, 0.49, 4.61, 0.70) and (4.58, 0.51, 4.61, 0.61) respectively and the "t" value for these items were (-0.545, 0.265 and -0.140).
- The mean score and standard deviation for is able to inspire the staff, Helps the academic staff to improve their teaching skills of secondary school female and male principals were found respectively (4.42, 0.51, 4.83, 0.38) and (4.67, 4.61, 0.49,0.61)

and the "t" value for these items were (-2.491, 0.28).

- The mean score and standard deviation for Shares responsibilities with the other staff members develops goals and objectives of school of secondary school female and male principals were found respectively (4.50, 0.80, 4.61, 0.70) and (4.50, 0.67, 4.83, 0.38)the "t" value for these items were (-0.408and -1.618).

Instructional Behavior

- The mean score and standard deviation for often examines the student learning abilities, observes the use of audio visual aids in the class, Encourage teachers to use new teaching techniques/ method, Systematically evaluates the instructional program of secondary school female and male principals were found (4.83, 0.39, 4.56, 4.56) (4.17, 0.72, 4.17, 1.58), (4.33, 0.65, 4.78, 0.43) and (4.42, 0.51, 4.00, 1.53) respectively and the "t" value for these items were (0.654-1.302, -2.168and 0.393).
- The mean score and standard deviation for Supervises the academic staff in the implementation of curriculum visits classrooms regularly to supervise the instructional programs, gives incentives for the motivation of students to improve their performance, Establishes expectation of students achievement of secondary school female and male principals were found respectively (4.58, 0.51, 4.50, 1.20),(4.67, 0.49, 4.28, 1.18) (4.50, 0.52, 4.11, 1.28) and (4.33, 0.49, 4.00, 1.53) the "t" value for these items were (-0.423 , 1.134, 0.933and0.000).

Interpersonal Relationship Capability

- The mean score and standard deviation for Helps the teachers involving their academic problems, cooperates well with staff, Encourage the members of the community to participate in schools activates of secondary school female and male principals were found respectively (4.42, 0.67, 4.50, 0.51) (4.67, 0.49, 4.11, 1.13) and (4.08, 0.79, 4.33, 0.97) and the "t" value for these items were (-0.380, 2.054 and -0.995).

- The mean score and standard deviation for Holds meeting with staff to discuss students problems, Uses effective techniques in establishing good relation with student, Communicates properly with students and teachers of secondary school female and male principals were found respectively (4.50, 0.52, 3.94, 1.63) (4.33, 0.49, 3.72, 1.78) and (4.50, 0.67, 4.44, 0.51) and the "t" value for these items were (0.886, 0.514and 0.252).

Professional Attitude

- The mean score and standard deviation for Attendance professional meetings and seminars, Behaviors in an appropriate manner, participates in activates to improve the personal knowledge of secondary school female and male principals were found (4.58, 0.90, 4.06, 1.26) (4.75, 0.45, 4.50, 0.51)and (4.17, 0.58, 4.44, 0.51)respectively and the "t" value for these items were (1.164,1.455and 1.403).

- The mean score and standard deviation for Keeps informed regarding new development in curriculum and instruction, Sets personal professional goals on regular basis of secondary school female and male principals were found (4.42, 0.79, 4.00, 1.53) and (4.17, 0.58, 4.17, 1.15) respectively and the "t" value for these items were (0.309 , 0.795).

- The mean score and standard deviation for is punctual to work, Meetings and appointments ,Maintains a regular program of study in professional field of secondary school female and male principals were found (4.67, 0.49, 4.44, 0.51) and (4.00, 0.74, 4.50, 0.51) respectively and the "t" value for these items were (1.238and2.121).

Managerial Abilities

- The mean score and standard deviation for knows everything that is happening in school, support teachers in matters related to students discipline, Takes personal interest to reduce absenteeism of secondary school female and male principals were found (4.45, 0.45, 4.28, 1.18) (4.58, 0.51,

4.50, 0.51) and (4.33, 0.65, 4.50, 0.62) respectively and the "t" value for these items were (1.621, 0.451 and 2.261).

- The mean score and standard deviation for efficiently use budgets, Efficiently supervises the system of school, Maintains the school records properly of secondary school female and male principals were found (4.75, 0.62, 4.50, 0.51)(4.58, 0.51, 4.61, 0.50) and (4.83, 0.39, 4.67, 0.49) respectively and the "t" value for these items were (1.949,2.666and 2.745).

- The mean score and standard deviation for Take interest in maintaining a good environment in school, takes steps for the betterment of the school library of secondary school female and male principals were found respectively (4.75, 0.45, 4.61, 0.61) and (4.00, 0.74, 4.44, 4.44) and the "t" value for these items were (2.704 and 1.460).

- The mean score and standard deviation for Takes interest in arranging co-curricular activates, plans to improve the results of school of secondary school female and male principals were found respectively (4.50, 0.67, 4.50, 0.51) and (4.67, 0.49, 4.56, 0.51) and the "t" value for these items were (2.278 and 2.955).

Conclusions

On the basis of findings following conclusion were made.

- It was concluded that there were no significance differences between the views of female and male principals regarding Encourages teamwork, Provides proper feedback to the teachers, effectively shares decisions making responsibilities with staff.

- It was concluded that there were no significance differences between the views of female and male principals regarding ability to inspire the staff, Helps the academic staff to improve their teaching skills.

- It was concluded that there were no significance differences between the

views of female and male principals regarding Shares responsibilities with the staff members, develops goals and objectives of school.

- It was concluded that there were no significance differences between the views of female and male principals regarding examines the student learning abilities, observes the use of audio visual aids in the class, Encourage teachers to use new teaching techniques/ methods, Systematically evaluates the instructional program

- It was concluded that there were no significance differences between the views of female and male principal's regarding Supervision the academic staff in the implementation of curriculum visits classrooms regularly to supervise the instructional programs, gives incentives for the motivation of students to improve their performance, Establishes expectation of student's achievement.

- It was concluded that there were no significance differences between the views of female and male principal's regarding helping the teachers in solving their academic problems.

- It was concluded that there were significance differences between the views of female and male principals regarding cooperates well with staff.

- It was concluded that there were no significance differences between the views of female and male principals regarding encouraging the members of the community to participate in schools activities, Holds meeting with staff to discuss student's problems, Uses effective techniques in establishing good relation with student, Communicates properly with students and teachers.

- It was concluded that there were no significance differences between the views of female and male principals regarding Attending professional meetings and seminars, Behaviors in an appropriate manner, participates in activates to improve the personal knowledge, for Keeps informed regarding new development in curriculum and instruction, Sets personal professional goals on regular basis, is punctual to work, Meetings and appointments.

- It was concluded that there were significance differences between the views of female and male principal's regarding Maintains a regular program of study in professional field.

- It was concluded that there were no significance differences between the views of female and male principals regarding knowing everything that is happening in school, support teachers in matters related to students discipline.

- It was concluded that there were significance differences between the views of female and male principals regarding Taking personal interest to reduce absenteeism, Efficiently supervises the system of school, Maintains the school records properly, Take interest in maintaining a good environment in school.

- It was concluded that there were no significance differences between the views of female and male principals regarding takes steps for the betterment of the school library.

- It was concluded that there were significance differences between the views of female and male principal's regarding Taking interest in arranging co-curricular activates, plans to improve the results of school.

Recommendations

On the basis of conclusion the following recommendations are suggested.

- It is recommended that both female and male secondary school principals encourage team work, provide proper feedback to subordinates, share decision making process, inspire staff by

leadership qualities, helps teachers in improving teaching skills, shared leadership and try to develop goal and objective for the school. This may be possible by providing leadership training to the principals without gender discrimination.

- It is recommended that most of the male and female school heads examines learning abilities of students from time to time, student's aids in the class learning environment such as audio video. School heads also appreciate teaching staff to involve new methods of teaching and technique in order to make the lessons more easy and understandable for students. Regarding curriculum school heads discuss from time to time with it staff in their implementation, heads also visits to class rooms to supervise and guide instructional program and give incentives to students in order to improve their performance and establish student expectation of success.

- It is recommended that majority of school heads helps their teaching staff in the solution of academic issues, they are cooperative with staff; appreciate community to take part in school activities. School heads also holds meeting with staff to discuss different issues face by students. They use effective methods to keep good relations with students and communicate properly with students and teachers.

- It is also recommended that both female and male secondary principals regularly attend professional meetings and seminars, they behave in appropriate way, participates in all those activities which improve their personal knowledge and remain inform about new development in curriculum instructions and sets professional goals on regular basis. They are punctual to their duties and responsibilities regarding meetings and appointment and try to maintain a regular program of study in their professional field.

Both male and female secondary school heads knows every activity that is happening in schools and provides their complete support in maintaining students discipline and take extra personal interest to reduce absenteeism. They also try their best to us school budget efficiently and supervise the examination system of school while maintaining school records properly, takes interest in maintaining conducive environment in school. School heads also takes steps for the betterment of the school library, arranging co-curricular activities and plans to improve the results of school.

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